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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9 Term: 4**

**Name / Theme or Unit: Research**

**Time Frame: ~2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** To extend their knowledge of the historical context of the music of The Outsiders and practice research skills, students will research and present information on various different popular music artists from the late 1960s and analyse the lyrics to a song. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.4 Generate relevant questions about readings on issues that could lead to further research and be able to outline a plan of action you would follow  9.7 Be able to prepare a bibliography of reference materials using electronic formatting programs in APA style.  9.8 Learn and practice how to evaluate credible sources in regards to electronic sources  9.21 Use appropriate organizational structures for conveying information  9.22 Write clear research questions and investigate suitable research methods of locating primary and secondary sources.  9.23 Develop the main ideas within the body of a research composition logically with details and examples  9.24 Synthesize information from multiple sources and learn how to document the resources correctly in written assignments  9.25 Explain the purpose of a bibliography  9.29 Write informative or expository compositions to present relevant information and show a discernment between important and superfluous information  9.34 Review the concept of plagiarism and how to avoid it; use writing tools available to appropriately incorporate your ideas and others into your writing  9.39 Teach how to use reference works to gather information: books, periodicals, dictionaries, thesauri, encyclopedias, atlases, almanacs, CD ROM, databases and Internet, including EBSCO resources  9.45 Understand the use of props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations  9.48 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them; compare to a literary work and discuss the components that are transferrable and which are unique  9.51 Deliver expository presentation that demonstrates the understanding of the content, relevant information, and credible sources and visual aids | |
| **Essential questions:**   1. How can we create and perform an attractive, informative presentation on a researched topic? 2. What makes an online source more or less reliable? 3. How do we make a bibliography to cite sources. 4. How can we avoid plagiarism through judicious note-taking and the proper citing of sources? | **Expected language:**  60s music, rock n roll, British Invasion, country, rockabilly, powerpoint, biographical information, musical style, evaluating sources, reliable information, web address, website title, website author / sponsor, bibliography, plagiarism, research notes, citation |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Music research project and presentation (attached)  Research Notes (attached)  In-class discussion / progress feedback | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Research Project**  **Introduction**  Students will research a band from the time period of the novel just read, The Outsiders, and share their findings in an engaging power point presentation. During their presentations, they will be required to give biographical and musical information as well as a brief analysis of one of their band’s songs. They will begin by looking over the assignment and rubric and selecting a partner and a band to research (assignment sheet attached). Before entering the computer lab, they will read and take notes on how to evaluate the sources they are using (attached) and practice taking proper research notes from an example on the projector (attached).  **Research**  Students will then enter the lab, and after looking at the lyrics of several songs by their artist, they will choose one for the teacher to acquire for them and post on the Wiki for listening. During the following research periods, they will be able to listen to the song as they work using their headphones in the computer lab (or library).  Next, they will watch an online tutorial (demonstrated on the projector by the teacher) about how to use the Noodletools website to create their own bibliographies of sources that they use for the project. They will continue for the next several days gathering information and images, noting down their sources for later citation. The teacher will circulate to each pair of students to give more feedback and guidance about the quality of their research notes, the appropriateness of their sources, and the quality of the information going into their power point.  **Presentation**  Students will then spend another class or more in the lab working on designing their power point in an attractive way (not crowding images, using a legible font size and colour, etc.), and creating their works cited list, to be inserted in the end. Finally, they will practice their presentation and perform them for the class. They will be able to play their song directly from the Wiki. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| School Computer Lab  School Library Computers  MP3s of various selected songs for student presentations  Noodletools Online Bibliography Creation site  Teacher created resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_\_

REFLECTIONS: